



Finedon Infant School
Orchard Road,
Finedon, Northamptonshire,
NN9 5JG
Telephone 01933 680467

Finedon Mulso CE Junior School
Wellingborough Road,
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Head Teacher - Mrs Joanne Lloyd-Williams

Head Teacher - Mrs Joanne Lloyd - Williams

SPECIAL EDUCATIONAL NEEDS and Disabilities (SEND) INFORMATION REPORT 2017 – 18(updated June 2017)

Government legislation requires all schools to publish a report called the Special Educational Needs (SEN) Information Report (clause 65(3) (a) of the Children and Families Act 2014)

What kinds of special educational needs and disabilities do Finedon Schools make provision for?

Finedon Infant School and Finedon Mulso CE Junior School are part of the Irthlingborough and Finedon Schools Learning Trust. We aim to meet the needs of all children. As an inclusive school we do not seek to closely define the special educational needs or disabilities for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils hearing and speech impairments, moderate learning needs, social, emotional and mental health difficulties and autism.

How would Finedon Schools identify and assess my child's special educational needs and / or disabilities?

All pupils have access to quality class teaching and the curriculum. Class teachers make regular assessments of progress for all pupils. These assessments seek to identify pupils making less than expected academic progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Teachers also assess progress in areas other than academic subjects – for instance they will check whether a pupil needs to make appropriate progress in social skills or physical development.

If problems persist and a pupil continues to fall behind, then class teachers, in collaboration with parents, need to see if they can identify a particular barrier to learning. The class teacher will fill in a **SEN Record of Concern** form and gives it to the Special Educational Needs Coordinator (SENCo) with supporting evidence of strategies tried etc., for consideration. The SENCo will discuss concerns with the class teachers and may be able to identify barriers to learning with reference to **Northamptonshire SEN Descriptors** and therefore suggest strategies to try to help accelerate progress. A record will be kept on the way a pupil responds to particular strategies, as this can further help identify their particular need.

Once further evidence has been collected the SENCo may make a referral for further assessment to either a Local Authority provider e.g. Community Paediatrician, Speech and Language Therapist or commission an outside agency e.g. Educational Psychologist to undertake further assessment.

Who is Finedon Schools Special Educational Needs Coordinator (SENCo)?

Mrs. Karen Ellis who is usually at the junior school (01933 680433) on Tuesday and Wednesday and the infant school (01933 680467) on a Thursday.

Alternatively, Mrs Ellis can be contacted by email:

karen.ellis@ift.org.uk

How are parents/carers with children with special educational needs and disabilities included in the education of their child / children?

As with all children we hope to meet new parents/carers at the stage when you are deciding which school is your preferred choice for your child. We hold a new parents/carers evening prior to your child starting either school and also organise additional visits to school both in and out of school time for those that require it.

Learning Review sessions are held throughout the academic and you are very much encouraged to come along and share your child's learning. Additional reviews / meetings are arranged to discuss your child's provision as and when appropriate. Parents are welcome to request additional meetings if they feel that is necessary.

Alternatively, you are welcome to contact the school offices at any time during the school year to make an appointment to meet with the class teacher, SENCo or Parent Support Advisor (PSA).

How are young people with SEND involved in discussing their education?

In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets. We try to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- monitor their success at achieving their targets on their SEND Support Plan, if they have one

The children can be involved in the running of the school through the school council.

How do I know how well my child is doing at school?

If an area of need is highlighted, we will let you know as parents/carers the targets that your child is working on and the progress they are making towards meeting them with the offer to discuss their progress at a meeting with the SENCo. If your child has a Statement of Educational Need / Health Care Plan, we will additionally facilitate annual reviews.

Will my child be admitted to your school?

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

How do you prepare my child for joining your schools or transferring to another school?

We work closely with your child's previous setting, including the transfer of their records. Visits / information sessions are arranged for both parents and pupils pre – transfer, including home visits by Reception staff. Activities are also arranged to allow pupils to become familiar with either school or staff e.g. visiting assemblies, story time, sport activities and school transfer day. Additional accompanied visits are also arranged for those pupils that will benefit from them.

When your child moves to another setting we actively liaise with the receiving school to enable the transfer to be as smooth as possible. Additional activities and visits are also arranged if necessary.

All those with Statements of Special Educational Needs will have next phase destinations and transition arrangements discussed at their Annual Review.

Those with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

How will the staff support my child? How will the curriculum be matched to my child's needs?

All planning, both medium term and short term is differentiated within the class. The staff at school are provided with suggestions by Speech and Language Therapists, Physiotherapists, Occupational Therapists, school nurse and any other specialist advisors where and when appropriate.

How do you adapt the curriculum?

Our aim is to provide a curriculum that is relevant and broad and helps children to become as functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive learning experiences.

How is the decision made about the level of support my child receives?

We constantly review your child's needs both using our systems of monitoring, evaluating and reviewing, our experience and the expertise of any other professionals involved. This helps identify what, when and where additional support may be needed.

If there are any complaints relating to the provision for children with SEND these will be dealt with in the first instance by the class teacher and SENCo Coordinator, then, if unresolved, by the head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure.

What training have staff had to support children and families with special educational needs and disabilities and how is specialist expertise secured?

All of our teachers are qualified with some have undertaken specialist further development. For example, Autism, Attention Deficit Hyperactivity Disorder training and Team Teach. Our teaching assistants have also accessed a range of training including – Team Teach, Autism, Speech and Language, Switch On Reading etc. Professional development is ongoing and staff may access this individually, as a whole school or as part of the Irthlingborough and Finedon Learning Trust.

We work closely with the following services to support your child's needs:

- Children and Young People's Specialist Community Health Services & Emotional Wellbeing and Mental Health Services (Northamptonshire Healthcare NHS Foundation) – referrals are made to these services via the Northamptonshire and Young People's Referral Management Centre Referral Form
- Northamptonshire County Council Educational Psychologists - the Irthlingborough and Finedon Learning Trust commission this service via a service level agreement to provide an allocated block of support for pupils, parents and staff within their schools
- Finedon Schools also have an additional budget allocation to use for commissioning other specialist expertise e.g. specialist behaviour professionals, specific learning difficulties assessor etc.
- Finedon Schools encourage parents to engage with the Northamptonshire County Council Early Help process

www3.northamptonshire.gov.uk/.../help.../contact-early-help-support-MASH.aspx

How does the school evaluate the effectiveness of provision for pupils with Special Educational Needs and disabilities?

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCo and / or senior leaders
- ongoing assessment of progress made by all intervention groups
- work sampling on a regular basis
- scrutiny of planning
- teacher discussions with the SENCo and other leaders
- informal feedback from all staff
- pupil and staff discussions when setting SEN Support Plans targets or reviewing existing targets
- pupil progress tracking using assessment data on a termly basis
- provision mapping
- attendance records and liaison with the Parent Support Advisor (PSA) and
- Northamptonshire County Council Education Inclusion Partnerships (EIP)
- regular meetings about pupil progress between the SENCo/other senior leaders and the Head Teacher
- Head Teacher's report to parents and governors

How will my child be included in activities outside the school curriculum including trips?

Every child has the opportunity to access trips including, residential if parents wish. Risk assessments are completed for all trips; specific risk assessments may be completed for individual children.

All children are also invited to join in with the variety of after school clubs that are available.

What support is there for my child's overall well-being?

We have an appropriate safeguarding policy and systems in place. Pupil's health and well-being is important to us. Our Parent Support Advisor (PSA) and SENCo liaise with both members of staff, parents and other agencies to support your child. Members of staff refer pupils to our Parent Support Advisor who then offers individual and / or group support as necessary and will refer to an outside agency if deemed necessary and with permission of the parent / carers.

How does the school get specialist equipment?

When specialist equipment or a high level is required to support a pupil with special educational needs, our schools will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the schools from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.

Which support services can I contact?

- **Educational Psychology Service**

Educpsychology@northamptonshire.gov.uk

- **Educational Inclusion and Partnership (EIP) team**

Contact via completion of an online contact form on the Northamptonshire County Council website

<http://www.northamptonshire.gov.uk/en/councilservices/educationandlearning/pages/default.aspx>

- **Information Advice Support Service for SEND in Northamptonshire**

Telephone: 01604 636111

Website: www.iassnorthants.co.uk

Email: contact@iassnorthants.co.uk

Post: Information Advice and Support Service for SEND in Northamptonshire
Springfield
Cliftonville
Northampton
NN1 5BE



Irthlingborough and Finedon Learning Trust
Stronger together for all our children

Irthlingborough & Finedon Learning Trust - A company limited by guarantee.
Registered Office: Irthlingborough Junior School, College Street, Irthlingborough,
Northamptonshire, NN9 5TX.
Registered in England: Registered Number 9470229

Websites: www.iflt.org.uk ; www.finedon.northants.sch.uk

- **Virtual School for Looked After Children**

www3.northamptonshire.gov.uk/.../children.../schools.../virtual-school/.../default.aspx

- **School Nurse**

Contact number: 01933 414934

- **Northamptonshire County Council Local Offer**

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

Who can I contact within Finedon Schools when I have concerns?

Mrs Joanne Lloyd – Williams, Head Teacher

01933 680467 or 01933 680433

head@finedonmulso.northants-ecl.gov.uk

head@finedon-inf.northants-ecl.gov.uk

Mrs Caroline Jewell, Parent Support Advisor

01933 680467

caroline.jewell@iflt.org.uk

Mrs. Karen Ellis, Special Educational Needs Coordinator

who is usually at the junior school (01933 680433) on a Tuesday and Wednesday and the infant school (01933 680467) on a Thursday

karen.ellis@iflt.org.uk

- Please click here to see our [Inclusion Policy](#) for further details about Inclusion and Special Educational Needs. You may also find this brief guide to SEND useful [Parents-SEN-Leaflet](#).
- To view our Public Sector Equality Duty assessment and action plan, please click here [THE PUBLIC SECTOR EQUALITY DUTY](#)
- Please click here to view [Finedon Infant Junior Schools Access Audits](#)
- To view the Accessibility Plans, please click here [Finedon Infant School Accessibility Plan](#) and click here for [Finedon Junior School Accessibility Plan](#)
- Please click here to view the IFLT [Complaints Procedure](#)

